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ABSTRACT

The main theoretical aim of this book was to determine whether education fosters tolerance, as much as research indicates, and to study how tolerance is learned in colleges and schools. Because the research reviewed and synthesized in this book identifies several ways in which the link between education and tolerance occurs, practical suggestions for educators can be built on these research findings. Defining tolerance is the main business of Chapter 1. In addition to developing definitions, Chapter 1, "What Is Tolerance?," looks at the complex history of tolerance. Chapter 2, "Should We Teach Tolerance?," explores the reasons schools should teach tolerance. Abundant evidence, reviewed in Chapter 3, "Does Education Really Foster Tolerance," shows that tolerance can be taught and that people who have had different experiences express different amounts of tolerance. There is evidence that tolerance is associated with schooling, and Chapters 4, "How Does Education Promote Tolerance Indirectly," and 5, "Can We Teach Tolerance Directly?," identify four forms or processes of learning by which education can promote tolerance; two are formal: special instruction and general cognitive development as promoted by the curriculum and two are informal: intergroup contact in schools and students' personality development as fostered by schooling. Chapter 6 considers the implications for research and provides specific recommendations for practitioners who hope to foster tolerance. Chapter 7 draws some conclusions about how to organize research so as to increase the understanding of the links between education and tolerance. (Contains 16 tables, 17 figures, and references.) (SLD)

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